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ABSTRACT

This booklet contains suggestions for methods of instruction to improve the reading skills of students in developmental reading programs at all grade levels. The first chapter of the booklet provides a statement of philosophy, objectives, and characteristics of a developmental reading program. The second chapter considers reading readiness as a concept that encompasses all facets of a child's growth. Specifically, it discusses the developmental processes involved in physical, mental, emotional, social, and language growth and provides activities designed to contribute to growth in each area. The third chapter outlines a developmental reading program and contains suggestions for developing specific reading skills, for incorporating reading in the content areas, and for encouraging recreational reading. The final chapter offers a brief discussion of reading assessment. An extensive bibliography is included. (FL)

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DEVELOPMENTAL
READING
K-12

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Prepared by the State Reading Committee

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Oklahoma State Department of Education

Leslie Fisher, Superintendent
1975

FOREWORD

The improvement of reading for all the people at all levels of education is a major concern of the Oklahoma State Department of Education.

This publication suggests methods of instruction and reading skills to be improved in a developmental program.

It is anticipated that this guide will help to continue to build more effective programs that provide an opportunity for all children to reach their highest potential and that all children will grow into the best possible readers.

This Reading booklet represents suggestions and ideas for teachers of the kindergarten through the twelfth grade in the Oklahoma Public Schools. The material is offered to all teachers for their consideration. It is not presented as a specific program, but suggests many ideas, which may be developed through the teacher's own initiative to serve the purposes of his own program and classroom situation. We hope that improved reading programs will result from the use of this material.

Special commendation should be given to members of the State Reading Committee, of the Oklahoma Curriculum Improvement Commission, who contributed of their time, research, and experience in the development of this reading guide.

Leslie Fisher
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

The preparation of this guide enlisted the cooperative assistance of many teachers, principals, supervisors, guidance counselors, librarians and superintendents.

The reading committee of the Oklahoma Curriculum Improvement Commission under the auspices of the State Department of Education, the Instruction Division, and the Curriculum Section are deeply grateful to the members of the committee for their sustained professional interest and work on this publication.

Grateful acknowledgment is made to superintendents and principals for releasing committee members to complete the task and publication of this guide; to numerous school personnel who contributed ideas and learning activities included in many chapters; to Dr. Grace Burcham of Southwestern State University, Weatherford; Mrs. Kathlyn Loepp of Forgan; and Mrs. Helen Terrill, Pawhuska for editing the manuscript, and to other colleagues in the State Department of Education for their time in typing and distributing the guide.

We would like to acknowledge the following as being instrumental in the preparation of this Reading Guide. This project could not have been accomplished without each individual and each resource.

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CHAPTER I

PHILOSOPHY

Learning to read involves a complex process which begins early and continues throughout life. Reading is not a single, isolated skill but is one of an array of skills which constitute the language arts. The language arts skills - reading, speaking, listening, and writing - are interrelated; and the level of attainment in each of these skills is determined by the extent of success in related skills.

Many children acquire the background and skills essential to success in learning to read during the preschool years. However, many other children enter school with a meager background and a deficiency of skills. Each child must be considered as an individual who has different needs, interests, and particular patterns of learning.

Knowledge is essential for everyday living in today's society. Reading is our best means of obtaining the knowledge and wisdom which is transmitted from generation to generation. That ability to interpret written symbols from the printed page is perhaps man's greatest achievement of the ages.

An effective instructional program in reading is based upon a recognition of the background and capabilities of each individual. The formal instructional program in reading should begin only after the child has been prepared for the demands of the reading task. A variety of materials and techniques should be used in a flexible manner so as to ensure the maximum degree of success for each pupil. The enthusiasm of the teacher of reading will be transmitted to the pupils, just as a lack of enthusiasm will be reflected in the negative attitudes toward the reading act on the part of the pupils.

We believe that the following objectives are compatible with this philosophy.

OBJECTIVES

The basic aim of a developmental program in reading is to provide a flexible program of instruction that makes it possible for each individual to become as competent a reader as his capabilities will allow.

Teachers at all levels must focus their attention on the specific goals important at every level of instruction. To be effective, any reading program must include the following:

1. promotion of independence of the student in the reading act;
2. development of word recognition skills;
3. development of reading comprehension;
4. development of basic study skills;
5. development of readiness in every phase of the reading process;
6. development of ability to adjust to the reading demands of each

discipline of human experience;

7. development of adequate performance in the communicative art of oral reading;
8. development of an understanding of the value of reading in the context of mass media;
9. development of good reading habits, attitudes, interests, and tastes in reading;
10. development of the ability to make inferences and judgments.

"Reading is to the mind what exercise is to the body."
–Joseph Addison

CHARACTERSTICS OF A DEVELOPMENTAL READING PROGRAM

The characteristics of the developmental reading program include the continuous growth processes. The reading program should develop at each level, with instruction in the following areas:

1. word recognition skills
2. vocabulary growth
3. comprehension
4. study skills
5. oral and silent reading
6. rate flexibility
7. evaluative and critical skills
8. reading in the content areas
9. expanding interests and tastes
10. diagnostic instruments

Although the misconception exists sometimes that reading instruction ends at the elementary level, there is a place and a time at each level to continue the teaching of the reading skills and to further develop reading habits even of excellent readers.

At the secondary level, reading improvement is the result of instruction specifically directed towards the needs of high school students.

A foundation for the reading skills should be made in the primary classes. After readiness has been established the emphasis should be to further apply, refine, and extend these skills into the intermediate grades. In the junior high, reading instruction changes, but should not be neglected. Continuous review is always necessary. The teaching of reading changes and continues, either with review, guidance, or shifting of emphasis upon the basic skills according to the student needs.

1. Word Recognition Skills

To meet the more difficult word recognition techniques that are needed by the student as he progresses, new materials become more numerous. The vocabulary in textbooks increases; therefore, the need for continuous word recognition techniques increases.

2. Vocabulary Growth

Reading is a creative process and children move into it in different ways. The assimilation of word meaning is complex. Therefore, a reading vocabulary is acquired by the child according to his individual experience and capacities. He may use various clues, some of which the teacher is not even aware. An automatic recognition of words is essential to the mastery of reading skills and must be developed systematically. This instant-recognition vocabulary increases with practice in its use and through experience with the structure of language.

In the secondary as well as in the elementary schools, vocabulary instruction is the responsibility of every teacher. The skillful teacher at the high school level demands attention to the meaning and pronunciation of words relative to different subject areas. The pupil's vocabulary is acquired gradually throughout his school life. As the child matures and progresses from elementary grades through high school, his thought processes require and provide more specialized understanding and usage of words.

3. Comprehension

There are many different skills involved in the growth of comprehension. Comprehension depends on such factors as the purpose of the reader, his familiarity with the material, his general mental ability, his experiential background, and the readability and legibility of the printed page. Comprehension becomes more refined from mere understanding to critical reading.

4. Study Skills

Through the use of many reading materials, good methods of instruction, and flexible procedures at each class level, the individual will be more able to learn to read. The approaches will vary as there are children of various abilities to teach. The child's present level of skills, backgrounds, interests, and abilities must be considered as skills are reinforced.

When reading skills are interwoven with the entire school curriculum, academic success is more apt to be obtained. It is a continuous challenge for the administrator, teacher and child to provide and be provided all the characteristics of a good developmental reading program.

5. Oral and Silent Reading

Oral and silent reading each have a place in a good reading program.

As an aid in diagnosis, oral reading reveals many clues to a child's difficulties in reading.

Oral reading may have vocational or avocational value. Radio and T.V. broadcasting requires effective oral reading.

The opportunity should be given to read material silently first. This provides a timid child a chance to prepare any material and gives him a feeling of security in oral reading.

6. Rate Flexibility

Attention should be given periodically to the reading rate of pupils. Good readers are flexible, able to adjust their rate to the material and to the purpose for reading the material. Comprehension should not be neglected when keeping a record of increasing rate of speed.

There are such great amounts of material a person must read during the high school days that an increase in rate of reading is needed. Junior high school is none too early to develop this skill. Today during this time of the many

reading machines, speed is being developed much earlier than before.

7. Critical Evaluation

Experience in reading critically may be taught as low as the first grade although the techniques are not emphasized until the intermediate grades.

The application of critical reading skills is necessary in connection with the content areas, the newspapers, the magazines, in arriving at personal conclusions.

The end results of the development of critical, or evaluative reading is to develop an inquiring mind, an ability to support expressions, seek deeper meanings, decide upon fact and opinion, reasoning and questioning.

In critical reading, the reader is evaluating the content, accepting or rejecting facts and ideas, comparing and contrasting statements or concepts. He is encouraged to think further or use his imagination concerning the content.

8. Reading in the Content Areas

Students need instruction in the effective use of a wide variety of reading skills in order to understand the content of the various subject areas.

Some of the skills initially taught by a reading or language arts teacher must now be applied, extended and developed in the subject area situations.

Those skills unique to various subject areas must be learned within the framework of each and then reinforced and refined as students advance from grade to grade.

Each individual teacher must be ready to teach the needed reading skills on the basis of the ability level and needs of each student.

9. Expanding Interest and Tastes

A love of reading developed in the early grades may last throughout a persons lifetime. Reading adds to a person's store of ideas, broadens his horizons, helps him to understand himself and others better, and thus enriches his life.

Reading *interests* express themselves in determining the content or area within which a person is going to read most frequently. Reading *tastes* refers to the quality of the material a person reads within his chosen interests.

There is a need for a well-planned program for developing interest and tastes in reading by the community, the parent, the school administrator, the classroom and subject area teacher, and the librarian. The team approach is ideal with the librarian serving as an important member of the teaching staff.

10. Diagnostic Instruments

The evaluation of students' progress in reading is a continuous process. It is desirable to measure the effects of reading instruction formally with standardized tests or criterion referenced tests. We must be certain that the test results are interpreted in terms of the ability, equipment, and opportunity for each child.

Teachers should evaluate each child informally each time he reads by answering such questions as:

1. Is he able to successfully use basic skills?
2. Is he able to pronounce new words?
3. Is he growing in ability to answer questions on the content?
4. Is he reading with greater fluency?

Broader and deeper purposes as well as the mechanics of reading are important. Teachers are becoming aware of the evaluation of such areas as these:

Is this child increasing his ability to evaluate his own growth in reading?

Is reading giving a satisfying experience to develop a sense of personal dignity, worth, and achievement?

Is he extending and refining the reading skills that he will need in realizing his goals in school, in his life's work, and in his recreational pursuits?

CHAPTER II

READINESS

Introduction

Reading readiness is a concept which encompasses all facets of a child's growth - (1) his physical growth, (2) mental growth, (3) emotional maturity, (4) social functioning, (5) his language and speech development, and (6) his experience background.

Though readiness occurs at all levels, it could be termed the springboard or bridge to formal reading. If the teacher places the correct materials before the child, he will use these materials constructively to gain the necessary skills for decoding; however, it is unrealistic to assume that the child is self-sufficient. The teacher must bear the responsibility of constant supervision; she must also realize that is very important to develop a positive attitude toward reading, and that the child's rate of learning must be his own.

Developmental Processes

I. Physical Growth

A. Rationale:

The way in which a child grows into readiness for any reading situation depends in part upon his physical condition and upon how he has developed in earlier years. The general status of the child's physical well-being as well as the child's motor learnings are significant factors in influencing success in readiness to read.

Some children come to school able to perform the gross motor tasks of sitting, crawling, walking and running. Some children may need assistance in the refinement of gross motor control in order that they may successfully develop laterality, directionality, and neuro-muscular control.

B. Goal:

The physical developmental processes will help provide the child with experiences that will enhance his possibilities of success in beginning reading.

C. Activities:

Locomotor Movements	Non-Locomotor Movements
Walking	Bending
Running	Pushing
Skipping	Pulling
Hopping	Swinging
Leaping	Twisting
Galloping	Turning
Jumping	Shaking
Balancing	Stretching
	Bouncing

Manipulative Movements
- Throwing
- Hitting
- Catching

The child will develop fine muscle control and coordination of hand movements through activities which involve the following skills:

Midline Exercises
- Tracing
- Drawing
- Buttoning
- Zipping
- Tying
- Cutting
- Pasting
- Tearing
- Coloring
- Patterning
- Sorting
- Beading
- Copying
- Matching
- Balancing

Eye-Motor Coordination
- Sorting
- Categorizing
- Discriminating
- Patterning
- Beading

Focusing the eye is vital to reading readiness, since the child later in formal reading must have the ability to focus his eyes on words, follow a line of print, and make a return sweep to the beginning of each line. These necessary eye movements require ability to control very small muscles. Research has proven that the control of these delicate muscles develops much later than the control of the large muscles. One who has not mastered the coordination of his large muscles can scarcely be expected to make use of these smaller muscles necessary for reading. Thus physical growth and refinement of motor control are significant factors in a child's readiness for reading.

II. Mental Growth

A. Rationale:

The child will develop abilities which stimulate his awareness and understanding of his environment, and will be able to assimilate information necessary for problem-solving.

B. Goal:

Children learn skills, develop abilities, and adjust to readiness according to their ability. The teacher attempts to arouse interest by providing informal and incidental contacts with reading symbols and other experiences necessary to clear thinking.

C. Activities:

All activities of readiness may contribute to the children's mental growth.

III. Emotional Maturity

A. Rationale:

The importance of establishing a good self-concept in learning to read must not only be recognized, it must be demonstrated in the classroom.

B. Goal:

Self-concepts that allow children the right to experience success and acceptance are products of the most influential factor in all teaching - the *teacher*.

The following goals are to be in the readiness period:

1. Setting an environment for social interaction among the children.
2. Listening to what is said and *not* said by the children.
3. Helping children express thoughts, feelings, attitudes.
4. Helping children to summarize and evaluate activities.
5. Establishing rapport between teacher and child.

Behavioral Outcomes

1. A child will learn more words for feelings.
2. A child will learn that feelings, goals and behavior are dynamically related.
3. A child will learn to talk freely about feelings, goals and behavior.
4. A child will learn to accept self and others.
5. A child will begin to understand the relationship between behavior and consequences.
6. A child will begin to move from dependence to independence.
7. A child will begin to understand choices and consequences.
8. A child will develop personal integrity in relation to group pressure and personal standards.

C. Activities:

1. Have children construct guidelines for the classroom and/or playground. Write children's suggestions on chart or board. Edit with children, rewrite and display.

2. Game - "I'm Special Because" - Each child has a turn going to the "fun factory" which is any designated area. In exchange for telling something special the child pulls a card giving him a fun task. The task may vary from bunny-hopping around the room to getting a blade of grass from outside, depending upon your own situation.

3. Provide at least a five-minute quiet time that can be spent with each student in a one-to-one situation at least once a week.

4. Build a "feeling" word bank. Each time a child discovers a word to describe a feeling, make a word card for him to put in his personal word bank.

5. The above activity may be used to establish a word museum. As the words are discovered they may be printed on a word card and displayed.

6. Read such books as the Jerald Beim problem books to the children. Provide time for group discussion of how the characters felt.

7. Show films that are based on values such as may be found in the commercial materials.

8. Follow sequence provided by using tapes, puppets and props.

9. Prepare a sheet containing four faces without any features. The children are to draw in features making each face express a different feeling e.g. happy, sad, surprised, fearful, etc. Let each child tell about one of his four faces.

10. Tape stories from values stories that are open-ended and let children make up their own ending. Be sure to accept each child's opinion.

11. Set up various stations within classroom such as a listening corner, a viewing corner, a painting area, building area, etc. Let child choose own activity. Be sure that he follows through with his choice of the day.

12. Make hand puppets from old socks and let child role-play. Puppets may tell stories or create problems.

13. Tape a child's own story either using his past experience or one that you have provided for him. Play tape frequently so that child may listen to himself.

14. Draw self-portraits. Provide mirrors so that child may see color of eyes and hair. Display pictures.

15. Provide opportunity to cheer others by a group letter and picture to be delivered to a given rest home.

16. Provide opportunity for a sharing time as "show-and-tell."

IV. Social Functioning, Language and Speech Development, and Experiential Development

A. Rationale:

Language development is an essential part of reading readiness. The readiness program should provide for numerous firsthand and multi-sensory experiences. Children should be given the opportunity to develop oral language skills, visual and auditory skills, and an awareness that written language is a record of spoken language. All language activities should be selected with the maturity level of the child as a guide.

B. Goal:

The following experiences will develop the above concepts.

Behavioral Outcomes

1. A child will learn to match words with objects, feelings or experiences.
2. A child will learn to comprehend directions of others.
3. A child will learn to speak coherently using appropriate vocabulary and sentence structure.
4. A child will learn to match labeled objects with written words and match letters of the alphabet.
5. A child will learn to recognize likenesses and differences in objects.
6. A child will learn to recognize likenesses and differences in more abstract forms i.e. letters and words.
7. A child will learn to make discriminations involving size, shape, and directionality.
8. A child will learn to recognize similarities and differences in specific sounds in the environment.
9. A child will learn to recognize similarities and differences in speech sounds.
10. A child will learn to respond rhythmically to music and poetry.

C. Activities:

1. Show pictures, real objects, and models to children. Say such things as: "This is a _____." "What is this?" "I have a _____." etc.

2. Play "I Spy." The teacher, and then students, mentally select an object and say, "I spy something large and green," etc. One or more descriptive words may be agreed upon. The children try to guess the object selected.

3. Use thought provoking pictures and discuss the objects, how the picture makes you feel, why you like it or dislike it, etc.

4. Children may act out situations - the sun setting, a plant growing, leaves in the fall, fairies in the spring, a mother at work, a father at work, etc.

5. Children may be given objects or pictures such as vehicles. Bags or boxes should be labeled as vehicles for land, water, air. The children would then put the pictures or objects into the appropriate container.

6. Play the game "Simon Says." A leader says, "Simon says jump" (or any action indicated). The children must imitate only if the action is prefaced by the words "Simon Says." The leader tries to "catch" the children by having them imitate at the wrong time. The teacher may call time and have the leader select a new leader. This eliminates a feeling of defeat or embarrassment in having to be "put out."

7. Children should learn poems and corresponding actions to accompany them. Some appropriate games and poems can be found in *Early Childhood Education in Oklahoma Activity Resource Booklet*.

8. "Show-and-tell" time is important in helping the child to express his ideas and thoughts orally.

9. Listening to stories on tape and following pictures and/or words in the corresponding book.

10. Learning rhymes and poems in choral speaking.

11. Listening to stories read by the teacher and using comprehension questions to discuss them.

12. A child can dictate a thought or story to the teacher. He may illustrate it and keep it in a folder or make a booklet containing several stories.

13. The class may create a story or poem and the teacher may put it in chart form for the children to read.

14. Children may write names, addresses, and telephone numbers; then draw a self-portrait. The teacher can duplicate them and put in book form.

15. Each child may be given a letter of the alphabet and at a given signal, they should try to stand in order (matching alphabet letters on the board, if necessary).

16. Children can have a puppet show using familiar stories or creating their own.

17. Opportunities for matching can be found in picture dominoes, floor dominoes, bingo, lotto and many other classroom games.

18. Wooden inlay puzzles provide excellent exercises in visual discrimination.

19. Activities for patterning include parquetry blocks, beads, pegboards or nail boards using rubber bands.

20. Sorting and arranging beans, buttons, leaves, shells and rocks will assist in classification skills.

21. Provide a name card for each child. Use these in classroom games (e.g. "If this is your name, clap your hands three times"). After the child has learned to identify his name, he can pick it out of a pile of cards and place it on a card chart -- a simplified way to call roll.

22. Give the child clay or play-dough to roll into "snakes" and shape into letters. These letters can be grouped to make words.

23. Give the child a handful of the cereal letters and see if he can reproduce his name or a printed word. Upon completion, he can eat the activity!

24. A bingo game may be purchased or teacher made.

25. A picture dictionary is fun to use.

26. Children may dictate a news story or experience story to the teacher who writes it on the board. As the teacher reads back the children's words, she stresses left to right and top to bottom.

27. Tape common household sounds. Replay tapes and have children identify the sounds. This can also be used with animal sounds, outdoor sounds, etc.

28. Tape the children's voices. Replay and have children identify the voices. A child will often have difficulty in identifying his own voice.

29. Reproduce sounds behind a screen (tear paper, clap hands, etc.) and have children identify the sound.

30. Go on listening walks. Have the children tell about the sounds they heard.

31. With rhythm instruments or piano, reproduce high tones, low tones, loud tones, soft tones. Have the children identify.

32. Make sound cylinders to help the child match like sounds. These can be purchased or teacher-made using film containers or large size plastic pill bottles covered with adhesive paper. Begin with eight cylinders. Fill two with a single marble, two with two paper clips, two with two teaspoons of rice, and two with three or four rocks. The child shakes the cylinders and pairs them for matching sounds. (The contents can be varied).

33. Reproduce sounds in different areas and on different levels (above, below, left, right, etc.) and have child identify the direction. Closing the eyes while listening will help to block out visual stimuli and help to refine discrimination skills.

34. Give the child a box of small objects and have him sort them according to initial consonant sounds. These may be placed in "sound boxes" or "sound sacks" and labeled with specific letter.

35. Use sounds to have a "Show and Tell" day. The only objects that may be shown must start with a specific initial consonant decided on ahead of time.

36. Make "sound books." Make small booklets from construction paper and newsprint. Child draws a picture on each page of an object beginning with a specific initial consonant e.g. "My M Book," "My H Book," etc.

37. Call attention to rhyming words in poems and finger plays used with the children.

38. Give a child a box of objects that rhyme and have him arrange the rhyming pairs together. (bell, shell; sock, block; etc.)

39. Give the child a set of pictures that rhyme in pairs and have him match them.

40. Have the children clap rhythmically - clap the rhythm as they recite a poem or nursery rhyme in unison.

41. Have the children clap patterns. Teacher makes a clapping pattern and the children reproduce.

42. Beat a drum and have the children walk in time to the beat. Vary the tempo. This can also be an individual activity - have the child walk in time to his own drum beat.

CONCLUSION

Any approach which will lead the child into the reading act and then broaden his imagination and stimulate him to stretch his mind should be utilized. Activities in the readiness period will help the child acquire skills and abilities prerequisite to formal reading. These activities need to be brief, repetitive, and of high interest value in order to catch and hold attention.

If a child is deficient in any or all of the readiness skills discussed in this section, he should *never* be pushed into reading, but should be given an extended readiness program which will help him to develop them to the fullest extent, before approaching another level of reading.

CHAPTER III

DEVELOPMENTAL READING PROGRAM

Introduction

A good developmental reading program is continuous and provides for each individual to be taken at his present instructional level, then meets needs with a program that encourages him to improve or advance in reading skill, concepts and interests.

The aim of a developmental reading program is to help each child achieve his maximum potential. It is of great importance that the growth characteristics, and the basic needs of children and their implications be considered. This process calls for many books: on the various reading levels, in the classroom, in the library, in all subject areas and on many interest levels, to meet the individual needs of all children.

PART I
SUGGESTED SKILL EMPHASIS
SUGGESTED KINDERGARTEN SKILLS EMPHASIS

Reading and Literature | **Oral and Written Communication**

All process are continuous throughout primary school

Reading

See differences between one thing and another.
Classify and group things which go together.
See a one-to-one correspondence between the spoken and printed word.
Practice left-right progression.
Grasp the concept of the invariance of words.

Word Recognition

Visual perception of form, color, size, capital letters, lower case letters, words.
Identify the letters of the alphabet by name.
Hear rhyming words.
Hear consonant sounds in words.

Literature

Develop appreciation of good literature by
looking at library books
listening to stories and poems
acting out stories
illustrating stories and poems through art.

Speaking

Recite rhymes and jingles.
Hear and say rhyming words.
Listen, identify, reproduce sounds.
Retell familiar folk and fairy tales.
Speak audibly.
State name, address and telephone number.
Share ideas with others.

Listening

Listen to stories and poems.
Listen to remember story events in sequence.
Listen to recall specifics.
Listen to answer a question.
Listen to follow directions.
Listen to repeat orally.

Written Communication

Recognize capital and lower case letters in manuscript.
Dictate stories for teacher to write.

SUGGESTED FIRST GRADE SKILLS EMPHASIS
(Levels A,B,C,D)

Reading and Literature | **Oral and Written Communication**

All processes are continuous throughout primary grades

Reading

Interpret picture stories
See likenesses and differences in pictures, words, phrases
Develop a desire to read
Understand the meaning of the oral and printed word
Grasp the main idea
Use picture and context clues for getting a new word
Read silently and orally
Learn left-right progression
Recognize opposites
Use Title Page, Table of Contents
Master sight vocabulary of approximately 500 words

Word Recognition

Visual perception of form, color, size, capital letters, lower case letters, words
Hear initial and final consonant sounds
Recognize blends—*wh, th, ch, sh*
Recognize compound words
Hear rhyming words
Recognize words formed by adding *s, ed, ing*
Recognize phonetic elements—*at, in ot, an, ay, ill, all, etc.*

Literature

Develop appreciation of good literature by listening to teacher read
- True and fanciful stories
- Poetry

Library

Handle books carefully
Turn pages quietly
Develop a curiosity about books
Observe library manners

Speaking

Listen, identify, reproduce sounds
Hear and say words that rhyme
Converse informally, respecting the opinions of others
State name, address, and telephone number
Tell stories
Share ideas with others
Recite rhymes and jingles individually and collectively
Speak audibly
Eliminate glaring usage errors: *ain't, I or he seen, he come, have did, have saw, have went*

Listening

Listen to stories read or told by children and teacher
Listen for correct pronunciation
Listen for picture words
Listen for sound words

Written Communication

Recognize and make large and small letters in manuscript
Copy sentences from charts or board
Dictate stories for teacher to write
Develop an awareness of spelling, emphasizing consonant and vowel sounds
Use capital letters for
- Beginning of sentence
- For personal pronoun "I"
- Holidays
- Proper names of people, pets

Use period to end telling sentence
Use question mark to end asking sentence

SUGGESTED SECOND GRADE SKILLS EMPHASIS
(Levels E,F)

Reading and Literature | **Oral and Written Communication**

Maintain Previous Skills

Reading

nfer meaning from picture and context clue
Use punctuation to read with understanding
Understand sequential order of events in story
Select main idea of paragraph
Skim to locate ideas quickly
Understand figurative language
Read orally with ease, fluency, and expression
Master approximately 900 sight words
Read materials related to other curriculum areas, such as health, science
Recognize homonyms, synonyms, and antonyms
Study words with more than one meaning

Word Recognition

Distinguish long and short vowels
Recognize vowel controllers— *r-l-w*
Learn contraction and possession forms
Hear dipthongs— *oi-oy-au-aw*
Recognize all blends
Learn phonetic elements— *at-in-ight-old*
Recognize base words

Library

Appreciate a "climate" which encourages reading
Use a reading corner where attractive books are on display
Use resource materials

Literature

Develop appreciation of good literature through listening and reading

Speaking

Develop expression in reading or telling stories
Eliminate infantile speech habits
Participate in dramatic play—
Speak in choral groups
Give memorized selections
Give directions
Correct word usage, eliminating *he, she, or it don't, knowed, growed, have ran, he run, he done*

Listening

Follow directions
Correct pronunciation
Form picture words
Respect opinions of others
Recognize importance of careful listening

Written Communication

Improve manuscript by mastery of all upper and lower case letters
Copy correctly any board or chart work
Begin mastery of spelling words by associating consonant sounds with letters; also vowel sounds
Develop the concept of the sentence as a complete thought
Begin to write stories and poetry

Capitalization

Use capital letters for
Days of the week
Months of the year
First word in poetry
Beginning a sentence
Important words in story titles

Punctuation

Develop use of period and question mark
Use apostrophe to show possession and contraction

SUGGESTED THIRD GRADE SKILLS EMPHASIS
(Levels G,H,I)

Reading and Literature

Maintain Previous Skills

Reading

Find details within the story
Appraise material read as factual or fanciful
Interpret implied ideas
Predict outcomes
Interpret relationships and analogies "horse-gallop," "frog-hop"
Relate places and events
Draw conclusions from facts about characters
Combine and organize ideas from several sources
Use reference books to find answers to specific questions
Vary rate of reading in terms of content, shifting from rapid to fact-finding
Use simple context clues
Read maps, globes, simple graphics

Word Recognition

Hear syllables within a word
Learn basic rules for syllabication and dividing words
Learn accents
Recognize prefixes, suffixes
Stress initial, medial, and final sounds

Dictionary Use

Learn alphabetical order
Use glossary
Use telephone directory

Library

Study arrangement of books in categories
Read more books in free time
Use reference materials
Begin to evaluate and appraise books by topic: "What I like about the book?"

Literature

Develop appreciation of good literature through listening and reading

Oral and Written Communication

Speaking

Give brief informational reports
Make announcements, explanations, introductions
Use telephone (finding and calling number)
Dramatize stories and impromptu skits
Make tape recordings
Set up standards for evaluating good speaking
Eliminate glaring usage errors: *he brung; I drunk; he give; her, him, or me went; me and Mary went; ain't got no*

Listening

Listen for information
Listen for recreation
Follow through series of directions
Listen to write from dictation
Develop ear for correct usage

Written Composition

Transfer to cursive writing
Write controlled spelling list in both printed and dictated form
Study short and long vowels
Learn functions of prefixes, suffixes, and endings
Begin writing single paragraphs
  Learn to identify
  Learn to confine to single idea
Use correct form for letter — writing friendly letters, invitations, and thank-you notes
Create original stories and poems
Write factual reports

Punctuation

Use comma
  After greeting and closing in letter
  Between city and state, between day and year
Use apostrophe in contractions and possessives
Use period after abbreviations, initials, titles of respect

Capitalization

Use capitals for
  Cities, states, streets
  Titles of books, poems, reports
  Important words in title of story

SUGGESTED FOURTH GRADE SKILLS EMPHASIS

Reading and Literature

Reading

Get meaning
Put information in order
Follow, understand, and anticipate outcome of plot
Select supporting details
Understand characters, setting, and action
Point out and enjoy passages of prose and poetry
Appreciate the beauty of language
Sense a creation of atmosphere and mood
Recognize:
- Context clues (antonyms, definitions, examples)
- Structural clues (roots, prefixes, suffixes)
- Double meaning

Practice dictionary use (meaning, pronunciation, syllabication)
Learn professional words
Interpret the meaning in oral poetry
Interpret meaning, discover implied meaning, draw conclusions in oral prose

Literature

Develop appreciation of good literature through listening and reading

Oral and Written Communication

Maintain Previous Skills

Speaking

Practice tempo in speech
Study posture
Use authoritative statements effectively
Express critical opinions tactfully in discussions
Increase ability to share ideas in discussions
State factual data in clear, concise manner in reporting

Listening

Listen for ear training (enunciation, word usage, picture words, sounds, sound words, talks and stories)
Write from dictation to hear whole thoughts and use thought association
Gain information by listening
Give conscious attention by looking at speaker, keeping mind on subject, being interested, recognizing word clues, selecting ideas and facts, reviewing what was heard
Give polite attention by sitting comfortably, quietly
Learn the importance of good listening
Listen to directions and assignments for specific purpose to increase accuracy and evaluate

Language (Grammar and Usage)

Grammar and Usage

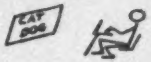
Learn parts of sentence
- Naming part
- Telling part

Find most important part in the naming part and the telling part
Nouns (name)
Verbs (action)
Adjectives (picture words)
Adverbs (*use well, good, not,* etc)
Continue elimination of incorrect usage

Reading and Literature

Library

Study index, introductions, bibliography, preface, publisher
Develop the use of various reference works (encyclopedia, almanac, telephone directory, atlas)



Word Recognition

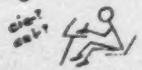
Learn guide words
Study pronunciation key, diacritical marks, alternative pronunciation, primary accent in syllabication, dividing word at end of line
Practice locating general information
Begin study of homonyms and antonyms
Analyze silent letters and compound words
Examine examples of word use

Oral and Written Communication

Composition

Distinguish between telling and asking sentences
Begin study of exclaiming sentences
Recognize and correct partial sentences
Write single idea paragraph, functional announcements and "how-to" reports, book reports
Learn main idea in outlining

Spelling



Acquire ability to spell correctly and accurately the words common to everyday usage of adult life
Begin concentrated study of new words in lists and sentences
Continue study of initial consonant sounds, also vowel combinations
Study divisions in structure of words
Relate punctuation and capitalization to spelling

Punctuation

Use exclamation mark
Place comma
After *yes, no,* and mild interjections at beginning of sentence

Language (Grammar and Usage)

Reading and Literature | Oral and Written Communication | Language (Grammar and Usage)

Punctuation (continued)

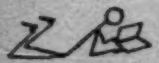
To separate three or more words in a series
To separate day from month, date from year, and year from rest of sentence
To set off names in direct address
To separate city from state and state from the rest of the sentence
Use quotation marks to enclose direct words of the speaker
Study hyphen to divide words at end of line
Use period
After abbreviations
After salutation of a friendly letter
After day in heading
After city and town (with no zone)
After complimentary close
After zone number but no city
Place colon
After salutation in a business letter

Capitalization

Use capitals for
First word of direct quotations
Titles of office, respect, or honor with names
Initials that are part of a name
Names of days of the week, months, holidays but not seasons
Names of relatives when words stands for a name
All words that refer to Deity and Bible
Names of institutions

SUGGESTED FIFTH GRADE SKILLS EMPHASIS

Reading and Literature



Reading

Outline information
Select details and relate them to main events
Understand major and minor characters
Use reference material
Find facts, dates, places, etc. in the story
Use Index and Table of Contents
Recognize characteristics of tall tales
Use antonyms
Enlarge vocabulary

Literature

Develop appreciation of good literature through listening and reading.

Word Recognition

Develop ability to use, with understanding, index, glossary, introduction, bibliography, preface, and publishing facts
Develop familiarity with
- Library facilities
- Arrangement of library books
- Alphabetizing of authors
- Bibliographies
- Use of reference books
- Library manners

Oral and Written Communication

Maintain Previous Skills

Speaking

Special emphasis upon
- Agreeable tone
- Enunciation
- Meaningful inflection
- Gestures and other body movements
- Ability to entertain and convince
- Relative grammatical accuracies
- Logical arrangement
- Distinguishing the important
- Musical words and phrases
- Recognizing author's purpose and theme

Listening

Develop the skill of listening for
- Proper enunciation (*give, me, let,* etc.
- Word usage (*run, ran, did, done,* etc.)
- Picture words

Develop skill of listening to
- Talks and stories
- Poems

Learn to appraise performances
Improve on gain in information
Listen to develop good habits
- Recognize word clues
- Select important ideas and facts
- Review what was heard
- Follow directions and get assignments correctly

Language (Grammar and Usage)

Grammar and Usage

Study nouns
- Common and proper
- Use as subject

Study pronouns
- Number
- Use as subject

Study verbs
- Action words
- Verb phrases
- Forms

Study use of adverbs

Reading and Literature

Dictionary Use

Study multiple meanings of words
Use guide words
Find long and short vowels
Use pronunciation key
Recognize other diacritical markings
Divide word at the end of a line
Find correct spelling of a word and variant spellings
Study alphabetizing
Find various parts of speech for one word
Understand synonyms, prefixes, suffixes, roots
Understand abbreviations
Look up new words

Oral and Written Communication

Composition

Introduce and stress
- Exclamatory-imperative sentences
- Sensory words
- Picture words
- Exact words
- Use of emphasis and variety
- Use of a topic sentence

Write
- Announcements
- "How-to" reports
- Letters (friendly, business, invitations, thank-you, acceptance)
- Personal experience paragraphs
- Informational reports

Practice
- Topic outlining
- Note-taking

Spelling

Review phonics, word endings, suffixes, prefixes, syllables, diacritical markings, vowel sounds, word histories, etc.
Use words from weekly spelling lists to be used in sentences dictated to the child
Continue association of consonant sounds with letters: *ch, g, c, wh, th;* same with vowel sounds: *er, oi, ō,* etc.
Learn use of mnemonics in remembering unexpected spellings

Language (Grammar and Usage)

Reading and Literature

Oral and Written Communication

Continue to Maintain Previous Skills

Punctuation

Use comma to set off names in direct address
Use quotation marks before direct words of speaker
Use hyphen to divide words at end of line
Use colon after salutation of business letter
Use period after numerals and letters marking topics and subtopics in outlining
Use exclamatory mark as end punctuation

Capitalization

Use capitals for
Complimentary close of a letter
All words derived from names of countries, races and tribes
East, *West*, *North*, and *South* when they indicate sections of the country; not when they indicate directions

Language (Grammar and Usage)

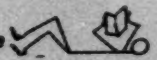
SUGGESTED SIXTH GRADE SKILL EMPHASIS

Reading Literature

Reading

Get meaning
Appreciate legends and myths
Prove a point in prose
Share enjoyable passages
Interpret the meaning

Literature



Develop appreciation of good literature through listening and reading.

Library

Make further acquaintance with Glossary and Appendix

Dictionary Use

Study
- Long and short sounds
- Use of pronunciation key
- Other diacritical marks

Locate general information
Study word families in word analysis

Oral and Written Communication

Speaking

Practice
- Pronunciation and accurate diction
- Facial expressions
- Selection of vivid words
- Authenticity of material and emotional appeal in selections
- Careful planning of time element
- General impression in evaluation
- Expressing critical opinions tactfully in discussions
- Recognizing social amenities
- Stating factual data in a clear, concise manner
- Using notes
- Defining the problem or purpose in discussions
- Reaching a valid conclusion in discussions
- Stating opinions and ideas clearly and concisely in discussions
- Recognizing one's responsibility to the group

Listening

Practice listening during conversation
Recognize word clues
Select important ideas and facts

Language (Grammar and Usage)

Grammar and Usage

Study nouns
- Common and proper

Study pronouns
- Personal and interrogative
- Person
- Gender
- Common pronoun errors

Study adjectives
- Comparison

Study interjections
Identify sentence fragments
Continue elimination of incorrect usage

Reading and Literature

Oral and Written Communication

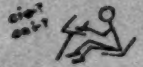
Listening (continued)

Review what was heard
Listen to directions and assignments
Listen to take notes
Listen for specific purpose of increasing retention and evaluating

Composition

Study command sentence
Practice emphasis and variety in sentence improvement
Practice writing activities
  Topic sentence in paragraphing
  Business letters and letters of acceptance
Study outlining
  Two level outlining
  Sequence of events in outlining
Write bibliography for book reports
Practice note-taking

Spelling

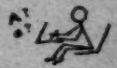


Specific words and words in sentences depend upon series of textbooks used
Continue stress on various motivating devices, on meaning of words, and on power building tools
Stress certain suffixes and prefixes

Language (Grammar and Usage)

Punctuation

Use quotation marks to enclose direct words of speaker
Use period in outlines after numerals and letter-marking topics



Capitalization

Capitalize
  First word in direct quotation
  First word in salutation and every noun in the salutation
  Names of institutions
  Abbreviations when they stand for words which begin with capitals

SUGGESTED SEVENTH GRADE SKILLS EMPHASIS

Reading and Literature

Read for pleasure
- Fables, myths, legends
- Tall tales
- Poetry

Learn
- Care and parts of books
- Arrangment of library
- Dewey Decimal System
- Card catalog

Read for a specific purpose
- Comprehension
- Main ideas, events, details
- Character
- Setting
- Structural devices

Skim for information
- Find facts, dates, places, etc. in a story
- Use index and table of contents
- Use reference material
  - Encyclopedias
  - Atlas
  - World almanac
  - Card catalog
  - Vertical file
  - Magazines

Use footnotes and bibliographies

Oral and Written Communication

Write paragraph (narrative) "Introducing Myself"
Discuss acceptable behavior in junior high school
- Speak with others
- Encourage others to participate in class activities and discussion
- Use telephone

Listen courteously

Write sentences to stress proper sentence structure, effective word usage, varied sentence patterns
Write paragraphs
- Describing character
- Describing setting

Discuss characters, main events and ideas, details
Listen with mind as well as ears

Learn chronological order of topic outline
- Punctuation
- Capitalization

Learn note-taking on reference reading
Give oral book reviews
Listen to develop good habits by
- Recognizing word clues
- Selecting important ideas and facts
- Reviewing what was heard

Write in class a paragraph based on reference reading
Emphasize punctuation

Language (Grammar and Usage)

Study verbs stressing
- Single (action and being)
- Auxiliary

Study subject and predicate
Study verb completers

Study recognition of nouns and pronouns
Study uses of nouns and pronouns

Study simple sentence patterns
Drill in punctuation of simple sentence
Review and punctuation
Study use of
- Comma
- Quotation marks
- Apostrophe
- Underlining

Diagram simple sentences

Reading and Literature	Oral and Written Communication	Language (Grammar and Usage)
Develop vocabulary Word meanings Dictionary use Words for specific duties Word origin Pronunciation	Discuss word study Listen to pronunciations Substitute familar synonyms and homonyms for unfamiliar words Explain orally and write how to use roots, prefixes, and suffixes to unlock word meaning Review writing personal letters Introduce writing business letters Spell words learned during vocabulary study;	Study the use of the adjective Single word modifier Predicate adjective Study use of adverb Study the comparison of adjectives and adverbs Learn the choice of adjective or adverb to use
Oral reading for appreciation and enjoyment Poetry Meaning Rhyme and rhythm Relate sound to sense and mood Prose Recognize author's style Compare authors' styles	Listen to oral presentation of poetry (memorization) Be aware of use of voice, speech, physical behavior, and language Practice creative writing Paragraphs appealing to senses Poetry Learn capitalization in every line of traditional poetry	Study use of prepositions introducing placement and avoidance of unneccessary prepositions Study use of conjunctions introducing coordinate, correlative, and subordinate Diagram sentences reviewing various sentence elements Study punctuation of compound sentence Comma Semicolon
Read critically To detect and evaluate propaganda Note technique the author uses Relate ideas to personal experiences	Write paragraphs about outside reading Listen critically to radio or TV Write short essays and reports evaluating radio or TV programs	Improve sentences by eliminating faulty construction and varying sentence beginnings

SUGGESTED EIGHTH GRADE SKILLS EMPHASIS

Reading and Literature

Read for comprehension (teen-age stories for orientation and diagnosis)
Get meaning
Apply stories to personal problems
Read to follow directions
Review library skills
Visit library
Learn arrangement of books
Use card catalog
Begin individual reading (teen-age books)

Read selections for comprehension ("The Red Pony," "Old Slewfoot," "Jody's Fawn," etc.)
Select main ideas or events
Recognize supporting detail
Relate supporting detail to atmosphere and mood
Relate main ideas, events, and details to the theme
Visualize setting
Visualize character
See effect of setting on character
Note how language marks character
Continue individual reading (books set in rural areas)

Oral and Written Communication

View films on social adjustments
Make personal schedule
Introduce a friend (speech)
Listen to form good habits
To get assignments
To hear announcements
To show courtesy
Write get-acquainted paragraphs such as
"How I Use My Time"
Improve sentences by varying patterns; stress inverted order
Fill personal reading questionnaire
Call attention to spelling rules

Learn capitalization and punctuation new to eighth grade
Write out of reading experiences
Short character sketches
Develop topic sentences
Select supporting detail
Conversations in the vernacular of characters
Perfect the punctuation of conversation and dialect
Give attention to spelling
Brief oral book reviews describing setting, customs, manner, morals, economics, etc., of locale
Listen to appreciate and enjoy

Language (Grammar and Usage)

Review simple sentence patterns
Review making correct sentences
Recognition of fragments
Elimination of run-ons
Correction "and-fault"
Drill on correction of comma splice

Eliminate short, choppy sentences
Introduce compound sentences with appropriate punctuation
Review (memorize) principal parts of verbs
Review (memorize) auxiliary verbs
Drill on verb phrases
Drill on verb usage

Reading and Literature	Oral and Written Communication	Language (Grammar and Usage)
Read for pleasure Group reading ("Evangeline", "The Highwayman") Enjoy rhythm, etc. Sense mood Share enjoyable passages Appreciate beauty of language Interpret meaning Develop vocabulary Words from myths and legends Portrait words Oral reading (individual) Poetry for beauty (lyrics and ballads) Prose for style and meaning (essays) Drama for interpretation (short plays for TV, radio, or stage) Individual reading of novels Follow and understand plot Anticipate outcome	Creative writing (poetry and descriptive paragraphs) Effective word usage Figures of speech Poetic license Archaic language Note variant spellings Copy poetry and quotations using correct form and punctuation Listen to recordings Choral reading Recitation of memory lines Dramatization of poems Listen to interpret and appreciate Make outside reading reports Paragraphs discussing mood or setting Paragraphs justifying or protesting outcome	Learn classification of verbs Transitive Active voice Passive voice Intransitive Complete Linking Eliminate tense shifts Drill on agreement with subject
Read for information (biography) Adapt reading rate to purpose and content Skim for information Find order by outlining Use footnotes Use reference material Note professional and vocational words Improve library skills *Who's Who in America* Collective biographies Encyclopedias *Readers' Guide* Individual reading of longer biography (Special study of one great American)	Subject for written composition: Famous Americans Practice notetaking, outlining, bibliography making Write reports of three or more paragraphs (in-class writing from notes) Introduction, narration, conclusion Transitional sentences Write letters for specific information Follow-up thank-you letters Review form and punctuation of letters Spelling--library terms, abbreviations, names, possessives, and plurals View biographical films Make concise oral reports from reading or TV Listen to gain information Listen to take notes	Review proper nouns and adjectives Learn noun uses of Subject Direct object Indirect object Object of preposition Subject complement Appositives Direct address Study pronoun Kinds (personal, interrogative, demonstrative, indefinite) Properties (number, person, gender, and case) Uses (same as nouns) Drill on pronoun usage

Reading and Literature

Read for appreciation of style
- (Irving, Hawthorne, Poe, Twain, Thurber, etc.)
- Appreciate myths, legends, and fables
- Appreciate tall tales and mysteries
- Recognize and compare styles of authors
- Interpret meaning
- Develop vocabulary
  - Context clues
  - Double meanings
  - Word histories
  - Words from myths and legends
  - Words from other languages

Read "classics" individually

Read for critical perception
- "Man Without a Country," "Strangers Who Came to Town," "A Start in Life," "The Kiskis," "Mamma and the Occasion," etc.
- Recognize author's purpose
- Recognize propaganda
- Form opinion
- Relate author's philosophy to personal experience
- Develop vocabulary
  - Recognize attitude words
  - Note appropriateness of language
    - Colloquialisms
    - Provincialisms
    - Slang
    - Dialect, etc.

Read individually "modern classics"

Oral and Written Communication

Take part in discussions of classic literature
Listen to review what was heard
Take essay tests on selections studied in class
Make oral reports on origin, history, denotation, connotation, and special meanings of words
Listen to take notes
Practice phonetic spelling
Write evaluation of one classic read individually
Write capsule (one-sentence) reviews of other classics read
Study capitalization, underlining, and quoting of titles of books, stories, poems, etc.

Oral discussion of influence of TV, radio, movies, newspapers, magazines
Listen to TV critically to evaluate
- Fact vs. opinion
- Misleading statements
- Propaganda

Write paragraphs reporting on conclusions reached from TV listening
Give short persuasive speeches (deliberate propaganda)
Listen to detect propaganda
Panel discussions of individual reading, stressing authors' message
Emphasize organization and logical order of oral and written composition
Review spelling rules

Language (Grammar and Usage)

Study adjectives
- Predicate adjective
- Comparison of adjectives

Review adverbs
- Use
- Comparison

Review interjections
Review prepositions
Study prepositional phrases
- Adjective
- Adverb

Drill on correct use of adjective and adverb phrases
Drill on choice of adjective or adverb (*good* and *well*, etc.)
Drill on correct use of prepositions

Continue study of compound sentences, stressing co-ordinating and correlative conjunctions
Introduce complex sentences and subordinating conjunctions (optional with level of class, etc.)
Review grammar
- Drilling
- Diagraming
- Testing

Drill on correct usage as needed

SUGGESTED NINTH GRADE SKILLS EMPHASIS

Reading and Literature	Oral and Written Communication	Language (Grammar and Usage)
Read for pleasure, orientation, and diagnosis (short stories and prose selections from modern biography Related activity—use library for pleasure and information	Review how to listen to assignments Discuss importance of study plan Share orally enjoyable passages, ideas, and events from reading Discuss common interests of pupils Listen to appreciate others' ideas Write essay-type answers to questions selected from text Listen to recordings of prose selections and poetry	Review what makes a sentence Study simple sentence patterns Study compound sentence patterns Review parts of speech and uses Begin elimination of errors in the mechanics of writing
Read to anticipate outcome (short stories and drama) Related activity—Become familiar with books available for outside reading and start a plan for outside reading	Share orally anticipation of outcome Write different endings for selections Listen to contrast selection and actual outcome with selection and student-written ending Exchange information on books read outside class	Work to eliminate any verb usage problems apparent from discussion Review forms of verbs with emphasis on principal parts of irregular verbs Work with forming and using tenses
Read and put information into order by outlining (essays or biographical selections from text) Read orally to entertain classmates, to inform classmates, or to back up interpretation of information (prose or poetry) Related activity—Use card catalog in library to find more informational material	Review and make topic outline Review and use capitalization and punctuation for outline Continue essay-type answers. Stress capitalization, punctuation, and spelling Write descriptive paragraphs Listen to classmates read and suggest ways to improve oral reading Listen to recordings of poetry and give short interpretations Listen to select important ideas and facts	Study the uses of nouns Work on errors in mechanics Review difference in transitive, intransitive complete, and intransitive linking verbs Drill on coordination of ideas for writing compound sentences

Reading and Literature	Oral and Written Communication	Language (Grammar and Usage)
Note main ideas, events, and details Relate details to atmosphere and mood Relate main ideas, events, and details to the theme (prose or poetry)	Select topic, outline, and write one-paragraph compositions. Practice unity, coherence, emphasis. Stress use of complex sentence Discuss any capitalization, punctuation, and spelling problems apparent in written composition Discuss movies, TV, and radio from the points being considered in reading List movies and programs that depend to a great extent on details to establish mood or atmosphere	If needed, study subject and verb agreement Work with effective sentence structure Study complex sentence structure and punctuation Work with subordination of lesser ideas Study various sentence patterns, introductory adverbs, phrases, clauses
Recognize character traits Sense relationship between character and environment Understand the motivation of characters (short stories, epic poetry, or novel) Related activity—Read biography and autobiography	Write paragraphs to explain relationship between character and environment Decide on topic sentence and on how to develop it (examples, incidents, or reasons) Study purpose of concluding sentence Discuss with classmates traits and motivations of characters Listen to evaluate fact and opinion	Review kinds and uses of pronouns Study the relative pronoun Work to eliminate errors in subject, object, and possessive forms of pronouns Stress agreement of pronouns with antecedent Review elimination of run-on sentence Discuss comma splice error
Read prose and poetry for pleasure Read, orally, selections to illustrate a mood or an atmosphere (prose and poetry)	Select and limit subject for paragraph which will create a mood Write paragraph to create a mood— Write effective concluding sentence— Continue work on unity, coherence, and emphasis Listen to catch misleading statements	Study use of modifiers (words, phrases, and clauses) Study how to achieve sentence variety Continue work with pronoun usage problems if needed

Reading and Literature	Oral and Written Communication	Language (Grammar and Usage)
Unlock word meanings through "in context" phrase or clause which defines the unfamiliar word or through an example or illustration of what the unfamiliar word means Use dictionary to check conjectured meaning Study special duty words—words that set an attitude or give a mental picture Study word origins and how words are coined today (any selections) Related activity—Use library	Write short investigative reports about topics related to word study, word histories, how language began Review note-taking Write letters to friends, relatives, or students in other lands—Use, with care, words that set attitudes or give mental pictures Give short talks on topics concerning vocabulary development Stress the importance of spelling, use of basic rules in spelling, how to improve spelling Study punctuation and capitalization needed for writing Listen to pronunciations as an aid to spelling	Work on any usage problems noticed during oral and written recitations Work to eliminate faulty sentence structure if the need is apparent Work on any usage problems noticed during oral and written recitations Work to eliminate faulty sentence structure if the need is apparent
Introduce critical reading Discover implied meaning Evaluate generalization Draw conclusions Recognize satire Recognize shades of meaning (any selections)	Write one-paragraph compositions implying rather than stating facts Use subordinate clauses and verbal phrases to vary sentence pattern Select a topic for satire, outlining and writing a three-paragraph theme. Study effective use of transitional words, phrases, and sentences	Study and practice use of parallel structure in sentences Continue work on effective sentence structure Study to avoid unnecessary shifts in person, number, voice, and tense
Interpret symbolism, allusions, analogies, and paradoxes Note figures of speech Observe sentence patterns in both prose and poetry Study types of poetry: lyric, narrative, ballad (selections from text)	Write three-paragraph compositions. Study introduction, body, and conclusion Discuss uses of writer's devices being studied in literature. Take notes as basis for discussion Write paraphrases of poetry Listen to effectiveness of figures of speech	Study how to achieve concise expression of ideas Study and practice use of word order for emphasis of ideas

(Continued)

Reading and Literature	Oral and Written Communication	Language (Grammar and Usage)
Evaluate ideas, ideals, opinions in selections read Evaluate behavior of characters in selections Examine own behavior in light of material read Form opinions from reading Give evidence of human understanding and appreciation gained from reading (selections from text)	Discuss how to do creative writing Plan and write short stories, newspaper articles and editorials, journals from original entries and manufactured entries from reading, essays giving opinions and advocating ideals, ballads, and lyric poems Listen to evaluate propaganda	Improve mechanics of writing Study the borrowing of words from other languages, based upon words found in readings
Study authors' lives as background for their writing Contrast different authors' styles of writing (student choice of literature) Related activity—Use library, magazines, newspapers, TV, radio, and movies for background material	Write investigative reports about selected authors Give oral reports about authors	Stress any part of grammar that needs more study Work to eliminate remaining errors in usage Improve mechanics of writing

SUGGESTED TENTH GRADE SKILLS EMPHASIS

Reading and Literature

Read literature selected from available sources with emphasis on the novel, drama, poetry, and the short story
Encourage wide individual reading
Maintain previously learned skills
Recognize topic sentences
Understand and evaluate shades of meaning
Evaluate expressed opinion and author's technique
Improve skill in using the library
Use reference materials: indexes, atlases, *Reader's Gudie to Periodical Literature*
Make a bibliography

Oral and Written Communication

Oral Communication

Oral activities include practice in parliamentary procedure, reporting, discussions, book reviewing, oral interpretation of literature, dramatizations
Continue emphasis on good oral communication technique with stress on breath control, phrasing, posture
Develop appropriate vocabulary
Recognize levels of usage
Organize material for effectiveness
Plan experience to increase and evaluate listening power
Listen for misleading statements and propaganda
Recognize prejudices; develop respect for opinions of others
Study use of mass media

Written Communication

Practice three-level outline
Stress unity, coherence, and emphasis in paragraph writing
Study longer compositions: three-paragraph compositions, reports
Practice paraphrasing
Practice creative writing of autobiographical sketches, essays, and dramatizations
Continue emphasis on accurate spelling and vocabulary study
Continue emphasis on accurate punctuation and capitalization

Language (Grammar and Usage)

Understand and use complex sentences
Vary sentence beginnings with adverb clauses
Understand the use of the object complement
Understand the relative pronoun
Avoid use of unnecessary shifts in person, number, voice, and tense
Understand and use parallel structure
Improve sentences by careful selection for conciseness and emphasis
Study the history of dictionaries and their functions

SUGGESTED ELEVENTH GRADE SKILLS EMPHASIS

Reading and Literature

Reading American literature: novel, drama, poetry, non-fiction, short story
Develop an interest in various types of reading materials
Continue wide individual reading with emphasis on American authors
Recognize significance of structural devices: paragraphs, sections or chapters, key words or phrases
Develop a sensitivity to connotation and recognizing differences between connotation and denotation
Develop a satisfying personal philosophy which aids in the solution of personal problems
Recognize and appreciate memorable passages
Recognize the effective use of dialect in literature
Become acquainted with a variety of quality magazines
Use the dictionary as a record of American usage
Use encyclopedias and other reference materials

Oral and Written Communication

Oral Communication

Continue emphasis on good oral communication techniques including use of appropriate language, effective organization, effective use of notes
Practice oral activities:
- Discussion: defining the problem, reaching a valid conclusion
- Interviewing
- Book and magazine reviewing
- Oral interpretation: expressing the author's mood and purpose, and observing cadence and rhythm

Understand the role of mass media in American life
Continue emphasis on effective listening habits
Develop respect for the opinion of others
Listen to take notes

Written Communication

Improve sentences through economy in use of words
Vary sentence patterns by using verbal phrases
Write expository paragraphs developed by using examples, incidents, reasons, comparison and contrast
Write persuasive paragraphs
Study and practice precise writing
Write longer compositions: four-plus-paragraphs with emphasis on specific details; formal critiques; term papers

(continued in right column)

Language (Grammar and Usage)

Understand and use verbals
Practice sequence of tense
Recognize uses of mood
Use prepositions to conform to the American idiom
Vary sentence beginnings with the noun clause
Understand the structure of the compound-complex sentences
Examine regional dialects in American literature and contemporary usage

Written Communication (Continued)

Study essay-type examinations
Practice creative writing: short stories and other types
Continue emphasis on accurate punctuation and capitalization
Emphasize punctuation in formal themes: items in the bibliography, quoted materials, footnotes
Continue emphasis on accurate spelling and vocabulary study.

SUGGESTED TWELFTH GRADE SKILLS EMPHASIS

A student reaching the twelfth grade has been introduced to needed skills. All of them have been stressed at some time in his formal educational career. It becomes necessary then to determine, through student performance and diagnostic testing, areas requiring review and study in greater depth. Because individual needs vary, the teacher may find it necessary to organize groups within the class according to need in order to make the review effective.

The student needs to develop the ability to work independently and an awareness that he is learning because he wishes to learn. His skills in the language arts should enable him to further his education throughout his lifetime.

Reading and Literature

Emphasize intensive and extensive reading in English literature
Read in world literature where materials are available
Encourage wide individual reading, especially from English and world writers
Relate the development of the English language to the study of literature
Re-emphasize needed reading skills
Use the dictionary to determine differences between American and British pronunciations and spellings
Continue to practice in the use of reference books with emphasis on *Books in Print*

Oral and Written Communication

Oral Communication

Continue to emphasize good oral communication techniques
Eliminate inaccuracies in grammar and usage
Recognize prejudices and propaganda
Listen to take notes

Written Communication

Re-emphasize writing skills as needed
Write paragraphs stressing unity, coherence, and emphasis
Develop expository paragraphs by induction and deduction
Write longer compositions: four-plus-paragraph compositions adding interest with specific details; book and magazine reviews; essays; reports on reference reading; term papers
Write business letters of application for jobs, college entrance, scholarships

(continued in right column)

Language (Grammar and Usage)

Study history of the English language
Apply grammatical concepts to problems of oral and written communication
Review as needs are revealed in diagnostic tests and in oral and written composition
Review for college entrance and college placement tests

Written Communication
(continued)

Take essay-type examinations
Fill in forms
Take advantage of opportunities for creative writing
Emphasize accurate spelling, punctuation, and capitalization.

PART II
BASIC SKILLS IN READING

I. Word Recognition Skills

A. Rationale:

Reading is a complex process. Numerous interrelated skills are essential for effectiveness in reading. The mastery of certain isolated skills in the reading process does not assure effectiveness in reading; however, without mastering each of a group of skills one would never become a mature and fluent reader.

B. Goal:

The purpose of each skill lesson is to enable children to perform adequately on an informal test that they were unable to do before the lesson was taught. To establish independence in basic word recognition, several skills are necessary: (1) sight vocabulary, (2) picture clues, (3) context clues, (4) phonetic analysis, (5) structural analysis, and (6) dictionary skills.

Sight Vocabulary

Performance Objectives:

As a result of lessons and activities in both the printed word symbol and the spoken word symbol, the students will be able to recognize words which they see in print.

Samples of Learning Activities:

1. Objects labeled within a given area.
2. Cut out pictures from magazines, catalogs, etc., then identify—with written clue.
3. Use reading games, such as those found in *A Bouquet of Reading Activities*, published by the Oklahoma State Department of Education.

Picture Clues

Performance Objectives:

As a result of lessons and activities in using pictures, the student will be able to sense the central theme of the story, the sequence of events in the reading material, and many of the details related to it.

Samples of Learning Activities:

1. Have student select from a series of pictures the one that best illustrates a paragraph or story.

2. Draw or select a beautiful picture and choose words to describe the picture that will reinforce the student's concept of that particular word.

Context Clues

Performance Objectives:

As a result of lessons and activities using context clues, the student will be able to sense the meaning from the other words in the material for identifying words not readily recognized in printed form.

Samples of Learning Activities:

1. Use stories, such as *Ask Mr. Bear*, by Marjorie Flack, leaving out key words for the student to supply.

2. Use paragraphs from content material by eliminating every fifth, seventh, or tenth word. (Cloze Procedure)

3. Use specific workbook pages of "context clue" material.

Phonetic Analysis

Performance Objectives:

As a result of lessons and activities in phonetic analysis, the student will be able to use consonant sounds, vowel sounds, blends, digraphs, and dipthongs for decoding printed words in their reading.

Samples of Learning Activities:

1. Direct lessons on visual discrimination of consonant and vowel letters.

2. Direct lessons in auditory discrimination of consonant and vowel sounds.

3. Direct lessons in memory and blending.

4. Use activities for reinforcement, such as those found in *A Bouquet of Reading Activities*, published by the Oklahoma State Department of Education.

5. Workbook sheets from textbook companies.

Structural Analysis

Performance Objectives:

As a result of lessons and activities in structural analysis, the student will be able to analyze words by (1) inflected form of words, (2) derived form of words (3) compound words, and (4) syllabication.

Samples of Learning Activities:

1. Find numerous reading games such as those found in *A Bouquet of Reading Activities*, Published by the Oklahoma State Department of Education.

2. Recognize compound words in which the components are known words.

3. Find root words, with prefixes and suffixes.

Dictionary Skills

Performance Objectives:

As a result of lessons and activities in the use of the dictionary, a student will be able to use the dictionary as a valuable aid in finding words he may not be able to decode by word recognition.

Samples of Learning Activities:

1. Use pronunciation key at the bottom of each page.

2. Use full pronunciation key in the front of the dictionary.

3. Interpret accent marks, both primary and secondary.

4. Select proper heteronyms, for example, rec´ord or re´cord .

5. Identify silent letters.

6. Recognize differences between spellings and pronunciations.

7. Use phonetic spelling for pronunciation.

8. Use diacritical marks as one aid to pronunciation.

9. Others found in workbooks.

II. Vocabulary

A. Rationale:

"Words and meaning comprise much of the stuff of which life is made. The higher the level of civilization the more important they become. If children are to live richly and to lay hold on their intellectual inheritance

they need vast resources in words and meaning to draw upon."[1]

Vocabulary, the knowledge of words and how to use them effectively in listening, speaking, reading, and writing, grows for each individual proportionately to the depth and breadth of this experience and his conscious effort to acquire and use appropriate words to express his thoughts. Growth in language depends upon the individual's background of experience, intellectual ability and the opportunity to use words in communicating his experiences.

Young children are dependent upon personal experience for vocabulary development. When parents and teachers stir curiosity, nurture interest, and encourage activity they are bringing children in contact with things and ideas. Concrete experiences are profitable from preschool to adulthood because they permit the word to be associated with the real thing or situation. Vicarious experiences also extend vocabularies, especially in the upper elementary grades and beyond.

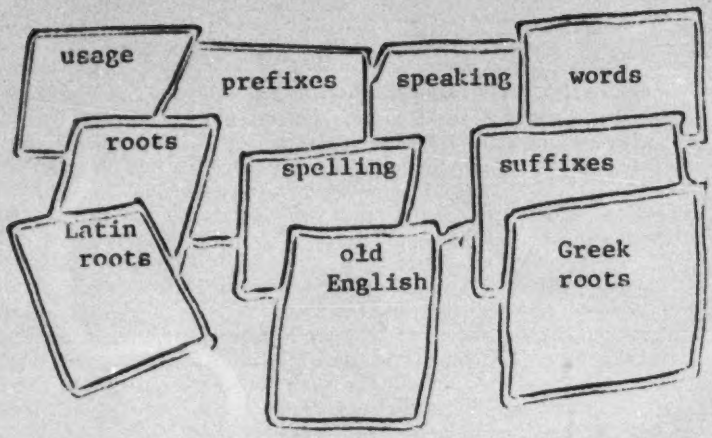
Teachers from kindergarten through college must accept the responsibility to enhance the level of language operations of each student through carefully planned experiences and instruction. The school is responsible for both motivation and a good foundation in vocabulary; however, it is not the only source of development. An individual's vocabularly tends to grow as a result of meaningful experiences in school and out of school and continues to grow throughout his lifetime. On the other hand, an individual's vocabulary may cease to grow or even deteriorate when environmental conditions are not conductive to growth.

Words are the symbols of things and ideas. The wider the child's experience with a word, the richer will be the meaning for him when he hears it in oral context or meets it in print. To communicate effectively one needs an adequate stock of words to meet all situations. in order to cope with linguistic symbols an individual develops four basic vocabularies; a listening vocabulary, a speaking vocabulary, a reading vocabulary, and a writing vocabulary. Needless to say, there is considerable overlapping in the application of these vocabularies, yet each serves a distinctly different purpose for the individual.

B. Goal:

To provide experiences that will enhance the student's store of information by the development of a speaking vocabulary, a large stock of sight words, and facility in differentiation among word meanings.

[1] Ruth Strickland, *The Language Arts in the Elementary School*, Boston, D.C., Heath, 1957, p. 238.



Vocabulary Development

Performance Objectives:

As a result of lessons and activities in vocabulary, students will acquire an extensive vocabulary and will find enjoyment in conversing, reading and writing.

Samples of Learning Activities:

1. **Reading for pleasure or instruction.**
2. **Associate with people who have a wide vocabulary.**
3. **Have out-of-school interests such as travel, hobbies, experiments, industrial arts projects.**
4. **Talk over what one has read.**
5. **Use exercises in finding synonyms for known words.**
6. **Use field trips preceded and followed by lively discussions, including new words and terms (recorded on the chalkboard or chart).**
7. **Use experience stories dictated to the teacher or older children after a class excursion; advanced pupils can write their own reports.**
8. **Use both practical and creative writing activities growing out of daily life and classroom subject (reports, diaries, lists, stories, poems, plays).**
9. **Use group or individual projects and hobbies; activities growing out of social studies units and other context areas.**

10. Use science experiments and illustrated talks ("Show and Tell" period for primary grades; more sophisticated reporting for advanced students).

11. Have informal class discussions and conversations, digressing to give attention to new words or the unfamiliar use of known words.

12. Have oral reports that might be dramatized through art medias such as puppets, murals, or shadow boxes.

13. Oral reading to pupils from materials that enrich their vocabularies.

14. Use story telling to give experience in sequencing, retelling traditional stories or company original stories.

15. Use picture dictionaries for primary children; word lists for advanced pupils.

16. Use films, filmstrips, records and other visual and auditory aids which supplement learning activities.

17. Develop an appreciation for active, colorful, and vivid words in reading selections.

18. Give special attention to variation of meaning in words.

19. Use dictionary activities that serve a purpose; i.e., checking the appropriate meaning of a word with the context in which it is used.

20. Use of context to arrive at meaning of a strange word.

21. Use reading and spelling exercises that stress word forms and meanings--prefixes and suffixes, synonyms, derivations, definitions, classifications.

22. Read for information and pleasure--newspapers, magazines, travel guides and catalogs.

23. Use crossword puzzles from the daily newspaper. Could be utilized in making original puzzles in content areas.

24. Identify figurative language and idiomatic expressions in literature.

25. Use reading activities found in publisher's workbooks.

26. Use vocabulary activities found in *A Bouquet of Reading Activities* published by the Oklahoma State Department of Education.

III. Comprehension

A. Rationale:

The development of comprehension skills is the goal of teachers of reading at all grade levels. This gradual thought-getting process includes the understanding of successively larger units from words to books.

Without understanding, without thinking, reading becomes a procedure of word recognition or word calling. Some children can learn the skills of word attack and pronunciation without much knowledge of the ideas or information the writer is trying to convey.

Reading comprehension develops in proportion to the ability one has to understand oral language. It is difficult to separate oral language, listening comprehension, and reading comprehension.

Reading activities related to experiences and interests will increase reading comprehension. Since this increase in understanding does not develop by just reading, there must be a definite system of development which becomes broader as the child grows in age and maturity.

Good reading comprehension is based on recognizing words, knowing their meanings, and being able to interpret thought units of increasing size--the phrase, the sentence, the paragraph, and the longer unit.

B. Goal:

The development of rich, extensive, and precise word meanings, the comprehension of well-written prose and poetry of increasing size and difficulty, and getting literal meanings as well as formulating interpretive meanings from reading should be the goals of comprehension. There are many skills that are identified by authorities as comprehension skills. The following items are representative:

Main Ideas

Performance Objectives:

As a result of lessons and learning activities the student will be able to find out the central thought of what an author is saying.

Samples of Learning Activities:

1. Find one sentence in a paragraph that contains the central thought.
2. Use titles and headings to get main ideas of an article.
3. Ask students to state the gist of a passage or selection.
4. Skim for general impression.
5. Select the best title for a paragraph.

6. Have the child write a statement on the main idea of the paragraph.

7. Have the child find the part that does not rightly belong in the paragraph.

8. Have the child find the sentence that gives the main idea of the paragraph.

9. Have children cut out newspaper articles then write down or underline the main idea.

10. Have group discussion with the teacher as moderator, asking such questions as:

    (a) Which sentence is the topic sentence?

    (b) Does the paragraph develop the meaning of the heading of the section?

    (c) Do all the sentences support the topic sentence?

    (d) What do you think was the main point the author was trying to make in the paragraph?

11. Have pupils select from a series of pictures, the one that best illustrates a paragraph or story.

12. Have the child draw a line under the words that best describe the character discussed in the paragraph.

13. Have the child pretend he is a newspaper reporter who must write headlines for the items.

14. Have the child read the title and try to predict what the author is going to say in the paragraph.

15. Use news articles, write headlines or title on blackboard. Show that a key sentence may appear at different places in the paragraph.

Noting and Recalling Details

Performance Objectives:

As a result of lessons and learning activities, the student will be able to relate ideas given as details, rather than give isolated bits of information.

Samples of Learning Activities:

1. Skillful questioning by the teacher.

2. Plan a dramatization of a story.

3. Conduct science experiments.

4. Incomplete outlines that call for filling in details under headings.

Grasping Sequence of Events and Following Directions

Performance Objectives:

As a result of lessons and learning activities, the student will be able to note and remember the order in which events took place, and to comprehend the cause-effect chain linking each event with the preceding and following events.

Samples of Learning Activities:

1. Retell the story.

2. Ask questions such as: What happend first? What next? Then what?

3. Present the events of a story in scrambled sequence. The student tells or writes the events in order after reading the story.

Locating Answers to Specific Questions

Performance Objectives:

As a result of lessons and learning activities, the student will be able to locate specific information quickly within paragraphs.

Samples of Learning Activities:

1. Read sentences several times using different word stress to convey meaning each time.

2. Read sentences to show different emotions through use of intonation patterns such as, "read this sentence to show sadness -- anger -- surprise."

3. Different meanings for same word.

4. Interprete figurative language.

5. Study of words with identical spelling which have different pronunciations and meanings (homonyms).

6. Work with words whose meanings are often confused such as medal, meddle; sight, site; course, coarse.

7. Work with word analogies.

8. Work with synonyms.

9. Differentiate fact or opinion.

10. Work with malapropisms.

11. Work with pronunciation and meaning problems such as cache, feign, quay.

Reading to Evaluate

Performance Objective:

As a result of lessons and learning activities, the student will be able to appraise the worthwhileness, the relevancy, or the accuracy of passages.

Samples of Learning Activities:

1. Prepare a story for dramatization.

2. Find information about concepts important to students. The students decide upon the relevancy of content.

3. Judge whether statements are facts or opinions.

4. Judge whether statements are reasonable or unreasonable.

5. Use controversial issues to show "different authors arrive at different conclusions."

6. Ask often, "Do you think this could happen?"

Reading to Reflect

Performance Objectives:

As a result of lessons and learning activities, the student will be able to consider what he reads in the light of his knowledge and project his reasoning beyond the printed matter in order to come to conclusions, to sense new ideas, and to predict something that may come about as a result of the trend of the information.

Samples of Learning Activities:

1. Ask, "What do you think about this?"

2. Ask questions about the material read that calls for an affective response.

3. Say, "Formulate in one sentence what the selection is about."

4. Annotations of material read.

5. Give a news summary of a TV program.

6. Make generalizations from what is read and recheck to test if the generalization is true.

7. Collect paragraphs from various sources that contain some related happenings.

8. Debate on social problems to develop the ability to read for the purpose of estimating what would happen under various alternative conditions.

Reading to Appreciate

Performance Objectives:

As a result of lessons and learning activities, the student will be able to form sensory impressions, form mental images, sense the logical construction of plot, and understand characters portrayed by the author.

Samples of Learning Activities:

1. Comparison of words.
2. Find illustrations to go with a passage.
3. Create illustrations that go with a descriptive passage.
4. Describe the feeling -- tone of a passage.
5. Construct impressionistic scenes.
6. Select music to suggest mood.
7. Analyze comic or cartoon material.
8. Identify cause-effect relationship of plot.
9. Dramatize.
10. Role play.

"Some books are to be tasted,
others to be swallowed,
and some few to be
chewed and digested --"
-- *Francis Bacon*

IV. Study Skills

A. Rationale:

Proficiency in the basic study skills is necessary for successfully using reading in today's society. Everyone needs to know how to use effectively the printed materials that are available. The two main reasons for reading are to locate information and to read for pleasure. Many children go through school without developing a deep and abiding love for reading as a recreational activity, but it is almost impossible to succeed in school without learning to read for information. Reading continues to be the most necessary tool of intellectual inquiry and learning.

The skills to be developed are (a) locating information, (b) evaluating information, (c) organizing information, and (d) retaining information to be used.

B. Goal:

To achieve independence as a learner the student must master a number of related language tools of a work-type nature.

Locating Skills

Performance Objectives:

As a result of lessons and learning activities, the student will master the abilities and skills necessary to locate needed information.

Samples of Learning Activities:

1. Master alphabetical order to locate items quickly in an alphabetical sequence.
2. Effective use of books:
   a. Table of content.
   b. Index.
   c. Chapter headings, glossary, appendix, illustrations.
   d. Significance of abbreviations and signals.
   e. Following topics and subtopics.
3. Use of special references:
   a. Encyclopedia.
   b. Atlas.
   c. Dictionary.
   d. Use of library aids, such as *Readers' Guide*.
4. Use of charts, graphs, globes.

Evaluating Information

Performance Objectives:

As a result of lessons and activities, the student will be able to select suitable sources of information, to distinguish between relevant and irrelevant material, to recognize the validity of the information, to judge the competence of an author, and to use several sources.

Samples of Learning Activities:

1. Ask students to judge reasonableness of statements in the material.
2. Check the part that proves a point.
3. Check the importance of the material.
4. Is the author an authority on the subject?
5. Is the material current?
6. Judge the point of view of two people about a common happening.
7. Find statements that are factual and those that are opinion.

Organizing Information

Performance Objectives:

As a result of lessons and activities, the student will be able to classify and list facts in a sensible manner, to sense relationships, and to distinguish between major ideas and related facts.

Samples of Learning Activities:

1. Use units in basal readers and workbooks.
2. Use science and social studies material for summary or outline.
3. Make summary charts.
4. Read to make a list.
5. Read to outline into major topics.
6. Read selection to find what is done first, second, third in doing a project.
7. Read to draw conclusions and make inferences.
8. Read and sketch to show relationships.

Retention Skills

Performance Objectives:

As a result of lessons and activities, the student will be able to retain ideas read.

Samples of Learning Activities:

1. Use aids, such as signals - first, next, finally - to retain information.

2. Use the Survey, Question, Read, Recite, Review (SQ3R) technique for studying information.

3. Make an outline of the selection.

4. Make a summary of the material.

5. Skim or partially read to acquire specific kinds of information.

6. Give full attention to reading.

7. Take notes.

8. Improve the habits of study:

   a. Budget the use of time.

   b. Minimize distractions of sight and sound.

   c. Limit interruptions.

   d. Provide a comfortable setting for study.

V. Oral Reading

A. Rationale:

Oral reading helps in the association of the printed word with the spoken word. It should have a place in the daily program. Oral reading at any grade level has its values in the reading program in that it can be used:

1. to check silent reading

2. to improve speech, comprehension, rhythm and expression

3. for proper interpretation

4. to strengthen retention

5. to establish feelings of group unity and good social relationships

6. to fulfill enjoyment of poetry, dramatization, and stories

7. to furnish an incentive to read well enough to win classmates' appropriate response and approval

8. to give pleasure of sharing information with others

B. Goal:

Oral and silent reading skills are related to each other but require separate abilities. Each should be started almost from the beginning of school and continued throughout all levels. From the first grade through senior high school there will be many opportunities for functional oral

reading activities which will be purposeful, such as: reading to prove an answer or a point of view; providing opportunity to use ability to find facts, to infer, use vocabulary, and organize a selection to be read aloud; reading directions for independent activities; finding or checking information; how to make or do things; reading exciting, the funniest, best liked and most interesting passages, or surprising part of a story; reading captions on bulletin boards or under pictures; reading school bulletins, announcements, and weather reports; in upper grades sharing of current news items, headlines, and letters. In all grade levels opportunity should be provided the child for entertaining and for informing a participating audience. Motivation for oral reading comes when there is an opportunity to read to others material that is new to them and will have interest and value to the listening audience. Also in this type of activity the right materials should be provided, including stories for dramatization, choral reading, program announcing, prepared radio programs, and poetry.

Audience Oral Reading

Performance Objectives:

As a result of lessons and activities, the student will be able to communicate to others his own independent reading.

Samples of Learning Activities:

1. Read particularly interesting prose selections.
2. Practice before reading orally.
3. Read poetry aloud to entertain others.
4. Read reports aloud.
5. Read directions aloud for others to follow.
6. Read announcements of interest to a group.
7. Read aloud to prove a point.
8. Read aloud to settle an argument.

Oral Diagnostic Reading

Performance Objectives:

As a result of lessons and activities, the pupil will be able to reread aloud some of the material he has read silently.

Samples of Learning Activities:

1. Read a descriptive passage.
2. Show how the character felt.

3. Make the character sound real.

Choral Reading

Performance Objectives:

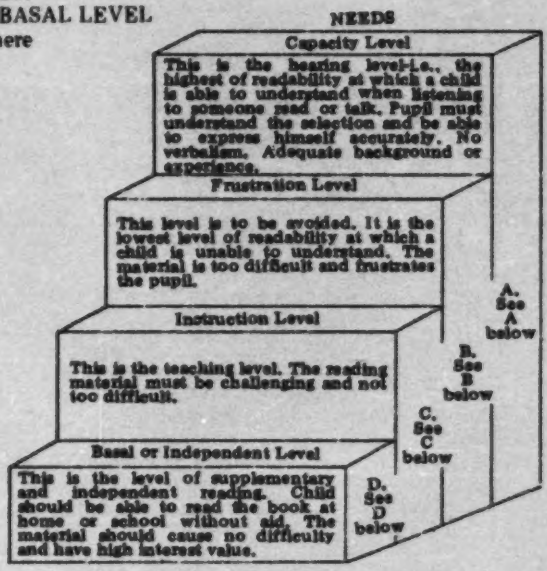
As a result of choral reading lessons and activities, the student will be able to demonstrate his eye-voice span; to read with appropriate tempo, rhythm and balance.

Samples of Learning Activities:

1. Read in unison with others
2. Read antiphonally
3. Read in harmony.
4. Read in a verse choir.

LEVELS OF READING[1]

ARE 50% OF PUPILS
FRUSTRATED IN READING?
What should we do?
Find the pupil's BASAL LEVEL
and start from there


NEEDS
Capacity Level
This is the hearing level-i.e., the highest of readability at which a child is able to understand when listening to someone read or talk. Pupil must understand the selection and be able to express himself accurately. No verbalism. Adequate background or experience.
Frustration Level
This level is to be avoided. It is the lowest level of readability at which a child is unable to understand. The material is too difficult and frustrates the pupil.
Instruction Level
This is the teaching level. The reading material must be challenging and not too difficult.
Basal or Independent Level
This is the level of supplementary and independent reading. Child should be able to read the book at home or school without aid. The material should cause no difficulty and have high interest value.
A. See A below
B. See B below
C. See C below
D. See D below

[1] Betts, Albert Emmett, *Foundations of Reading Instruction*, American Book Co., New York 1946, p. 448.

A. 75% comprehension. Accurate pronunciation. Can understand what is being read or said. Precise use of words to describe facts or experiences. Can answer in language similar to selection. Can supply additional information due to background of experience.

B. Comprehension less than 50%. Inability to anticipate meaning. Pronunciation less than 90%. Head movements, finger pointing, tension, withdrawal. Slow word-for-word reading. Vocalization, substitutions, repetition. Insertions. Omissions.

C. 75% comprehension. 95% pronunciation. No head movements, finger pointing, etc. Good phrasing. No vocalization. Conversational tone.

D. 90% comprehension. 99% pronunciation. No head movements. No finger pointing. No vocalization. Good phrasing.

No single list of standards for each grade is possible; therefore, the following list is included to assist teachers and classes in formulating those needed by each individual class or group.

a. Does the child pronounce words correctly?
b. Is he heard by all the listening audience?
c. Does he speak distinctly and clearly?
d. Does he read smoothly?
e. Does he make the listener see pictures of the scenes?
f. Does he make the listener feel the characters were really talking?
g. Does he seem to enjoy reading to the group?
h. Does he know the meaning of words he reads?
i. Does he phrase correctly?
j. Is he relaxed and natural when reading to an audience?
k. Does he sound the beginning and final sounds of words, as well as sounding each syllable clearly?
l. Is his speech convincing, pleasing, or is it to high pitched, and is there a variety of pitch?
m. Does he use his voice effectively to show emphasis by pausing and stressing effectively to make his tones appropriate to the thought he wishes to express?
n. Does he have a clear understanding of the meaning of the selection read?
o. Does he show in his reading that he, too, feels the importance of the selection which he is reading?
p. Does he hold his book correctly while reading and make proper eye contact with those who are listening?

Through his diagnositc information the teacher gets an insight into the possible causes for faulty oral reading and may provide appropriate material which will enable the child to correct them.

E. Rate Flexibility

Pupils should be prepared for the varying rates of reading necessary for the different types of reading material. Selections from a magazine will require a different rate of reading than reading technical materials.

Many students will need much encouragement, practice and application to increase his rate of reading.

There should be a comprehension check following each session when timed with clock. It should be emphasized all material and all reading does not necessitate a clock check for speed. Practice selections should help the pupil to adjust his reading rate to his purpose with the various types of materials.

CHART FOR ADAPTING READING RATE[1]

Rapid: To develop abilities and improve experiences in scanning and skimming:

1. in evaluating material before placing it in other hands	W I T H	1.	newspapers, magazine articles, library books textbooks
2. in finding key ideas		2.	textbook material, newspapers, recreational materials
3. for acquiring specific information		3.	reference books

Average: To develop abilities and improve experiences in free reading:

1. for comprehension (intermediate)	W I T H	1.	magazines, news articles, personal experiences
2. for enjoyment		2.	novels, poetry, short stories, essays
3. for interest and tastes		3.	biographies, autobiographies, magazines

Slow: To develop abilities and improve experiences in reading for information:

1. for complete understanding or (accurate comprehension)	W I T H	1.	textbooks, (non-fiction books)
2. in previewing		2.	format of textbooks, encyclopedias, menus, schedules of events, captions, charts, maps
3. while studying		3.	textbooks, magazine articles, editorials
4. for comparing personal experience		4.	poetry, stories

Slowest: To develop abilities and improve experiences in thorough reading:

1. while following directions	W I T H	1.	games, problems, labels
2. word for word		2.	directions for assembling models, recipes
3. to understand terms		3.	technical directions and materials
4. for analyzing and understanding		4.	poetry and drama
5. in oral reading		5.	reports, word lists, reciting
6. for evaluation		6.	advertisements, editorials, magazine articles, books

[1] Material adapted from *Reading in Secondary Schools,* The University of the State of New York, The State Education Department Bureau of Secondary Curriculum Development, Albany, New York, 1965, p. 67.

PART III

READING IN CONTENT AREAS

A. **Rationale:**

All teachers are responsible for the teaching of reading. The various content fields call for successful reading of many new kinds of materials. The resulting reading problems will include: (1) dealing with vocabulary and writing style; (2) evaluating what is read; (3) using library techniques; (4) organizing materials read; (5) grasping main ideas; (6) choosing appropriate meanings; (7) drawing inferences and conclusions; (8) interpreting maps, charts, graphs, tables, diagrams; (9) retaining and applying what is read. The reading program for the pupils at all levels needs to be planned to provide specific help with these problems.

B. **Goal:**

The skills mentioned above are specialized study skills used in study situations, but in each of the content areas they may be applied in a particular way. In social studies, mathematics, science, and literature there are special technical terms and writing patterns. Each of the patterns require a different approach. The reading problems in these areas require more intensive instruction than that which is provided incidentally as daily activities progress. Therefore, the teacher should study each pupil's readiness for reading materials in each of the areas in order to provide adequate instruction for reading these materials.

Reading in Social Studies

Performance Objectives:

As a result of special lessons and activities, the student will comprehend and use the material read in the field of social studies.

Samples of Learning Activities:

1. Read picture clues as a supplemental aid in gathering information from a book.
2. Read the legends on maps and globes for interpretation of certain symbols, such as scale of miles, color keys, etc.
3. Practice in using cause-and-effect relationships.
4. Make time lines.
5. Make comparisons of theories of government or policies of different political parties.
6. Detect propaganda in quotations.
7. Check truth, logic, reliability and accuracy of what is found in social studies content.

8. Use workbook sheets from published materials.

Reading in Mathematics

Performance Objectives:

As a result of lessons and activities, the student will be able to do careful, detailed reading demanded by material in mathematics.

Samples of Learning Activities:

1. Learn word symbols of mathematics.
2. Learn unique terminology.
3. Read for main ideas in the mathematical paragraph.
4. Develop the ability to organize the material given.
5. Translate the word symbols into mathematical symbols and formulas.
6. Translate the relationships into an equation.
7. Analyze formulas and symbols.
8. Understand graphic figures and illustrations.
9. Make a drawing of the problems if necessary.

Reading in Science

Performance Objectives:

As a result of lessons and activities, the student will extend and support the development of experimental or investigatory activities and the development of content areas.

Samples of Learning Activities:

1. Use books for reference sources.
2. Use symbols and abbreviations.
3. Read scientific instruments such as thermometers, barometers, balances, rulers, and other similar devices.
4. Read relevant science material.

Reading in Literature

Performance Objectives:

As a result of lessons and activities, the student will recognize and

comprehend styles of literature such as the essay, novel, drama, biography, and poetry.

Samples of Learning Activities:

1. Identify different types and styles of writing.
2. Sense the purpose for reading each type and adjust his reading skills for this style.
3. Analyze material in order to utilize mechanics of literary forms, types of rhythms.
4. Identify literary forms to the more complex levels of recognition.
5. Understand such devices as personification, allegory, flashback, satire, simile, poetic forms, and specific rhythms in poetry.

PART IV

RECREATIONAL READING

A. Rationale:

The delightful world of children's literature is an important part of the reading program. A good reading program does more than develop the reading skills. It includes putting these skills to use in reading from the ever-increasing scope of interest level and topics found in the trade books that are on today's market.

The young child has a magical sense of wonder. Through seeing, tasting, smelling, feeling, and hearing, he investigates the world about him. Long before he reaches the age of understanding literature, he has countless experiences which will influence his feelings about what he reads in books. When he reaches the maturity for learning to read, he has an eagerness to search for answers, to stretch his understanding, and to get his feeling into words. As a young person grows further into maturity, he will learn much of his information and receive much of his pleasure through the medium of books. Especially will this be true if the literature program has been planned in such a way as to make him love reading.

B. Goal:

Developing the love of good reading is one of the greatest benefits to come from the reading program. One should learn to read for the pure pleasure, joy, excitement, magic, relaxation and relief that comes from reading. Often the commonplace is made beautiful in the literature one reads. The idea that the skills of reading can open wonderful and magical doors to a world of literature should be one of the major aims of the teaching of reading.

Interests and Tastes in Literature

Performance Objectives:

As a result of lessons and activities, the student will develop an interest and taste for good literature.

Samples of Learning Activities:

1. Use attractive and well-balanced collection of reading materials on the readability level of the group.
2. Have book exhibits and book fairs.
3. Interpret in the form of dramatics, dioramas, puppetry, painting, and sculpture.
4. Relate reading to other types of communication arts--television, radio, motion pictures, comics.
5. Share their reflections of the reading with others.
6. Listen to oral reading by the teachers.
7. Make reading lists on topics related to content areas, special interests, science topics, or human relations.
8. Keep informal records of independent reading.
9. Use the "Reading Design" blanks.
10. Display book jackets and book advertisements.
11. Form a reading club or book club.
12. Make attractive wall charts.
13. Give brief book reviews or book talks that are interesting, challenging, and satisfying.
14. Have book parties at which games are devised and played.
15. See films, recordings, and other audio or visual aids that will arouse interest.
16. Have panels, symposiums, and round-table discussions.
17. Write letters to authors.
18. Write creatively:
    a. Write a sequel after the story ended
    b. Change the style to someone else's
    c. Study the author's point of view and show how key words or color runs through the story
    d. Prepare a legal brief defending or denying the validity of the action of some character

e. Write advertisements of books or make a book cover

f. Rewrite a story into a drama

g. Describe a set design for a particular story

h. Report on costumes, lighting, props, setting, acting, style for a play

i. Make a study of the life of an author and discuss how events or people in his life influenced the work

j. Review the work of the author as if you were a critic for a local newspaper.

19. Communicate orally:

a. Hold a personal interview with an author

b. Imagine you are a biographical character being interviewed before an investigating committee for NCAA and give a speech for him or her

c. Hold a court trial for some story character from a book

d. Imagine you are an author being interviewed for a magazine

20. Observe National Book Week.

21. Observe National Library Week.

22. Provide time for special literature periods.

23. Provide time for recreational reading at school.

24. Keep a "Reading Design."

25. Make book games and riddles.

26. Collect favorite poems.

CHAPTER IV

READING ASSESSMENT

Introduction

Continuous evaluation and assessment are necessary to a viable effective program of reading instruction. Numerous research studies have indicated that the systematic rating of the observations of an experienced teacher is the single most reliable index of a child's present and future achievement. Experienced teachers are encouraged to capitalize on their experience and expertise through the use of informal techniques of assessment such as checklists, rating scales, informal inventories, etc.

However, many teachers will wish to use standardized tests as an additional evaluation tool. Properly used standardized tests can be valuable in determining student's instructional reading levels, diagnosing reading skills, estimating reading growth, and evaluating the instructional program. The relative merits of any standardized test can only be judged in terms of its proposed usage. Appropriate questions to be answered regarding the use of any test are:

1) For what are you testing?

2) Is the test appropriate in reading area and level for those being tested?

3) How valid and reliable is the test?

4) Does the test assess your instructional objectives?

5) Will the test results be used to better educate children?

Teachers should be aware that although standardized tests indicate how a student performs in relation to other students at one point in time, they rarely account for *why* the student performs as he does. Because most tests merely describe rather than explain reading behavior, they supply only limited information useful for planning classroom instruction. The teacher who views reading as a process rather than a product will be interested in the *how* and *why* as well as the *what* of students reading behaviors.

The alert reading teacher will wish to become familiar with newly developed criterion referenced tests. The following index of norm referenced tests suggested by the Reading Committee on Testing probably includes appropriate tests for most classroom teacher needs.

PREREADING TESTS

Checklist for Reading Readiness. One form. Physical development, work habits and attitudes, skills, language abilities. Seattle Public Schools, Seattle, Washington.

Diagnostic Reading Tests: Reading Readiness. Grades kgn-1. One form. Untimed. Relationships, coordination, left-to-right approach, visual discrimination, vocabulary. Committee on Diagnostic Reading Tests, Inc., Mountain Home, North Carolina.

Gates Reading Readiness Tests. Grades kgn-1. One form. Time: about 50 minutes. Picture directions, word matching, word-card matching, rhyming, letters, and numbers. Bureau of Publications, Teachers College, Columbia University, 525 W. 120 St., New York, New York.

Harrison-Stroud Reading Readiness Profiles. Grades kgn-1. One form. Time: 76 minutes. Using symbols, visual discrimination, using the context, auditory discrimination, using context and auditory cues, naming letters. Houghton Mifflin Co., 2 Park Street, Boston, Massachusetts.

Lee-Clark Reading Readiness Tests. Grades kgn-1. One form. Time: about 15 minutes. Letter symbols, concepts, word symbols. California Test Bureau, Del Monte Research Park, Monterey, California.

Metropolitan Readiness Tests. Grades kgn-1. Two forms. Time: about 60 minutes. Reading readiness, number readiness, drawing a man. Harcourt, Brace & World, Inc., New York, New York.

Monroe Reading Aptitude Tests. Grade 1. One form. Time: about 50 minutes. The 17 subtests include visual functions, auditory discrimination, memory for a short story, motor control, vocabulary knowledge, length of sentences used, and laterality preferences. Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts.

Murphy-Durrell Diagnostic Reading Readiness Test. Grade 1. One form. Time: parts 1-2, about 60 minutes; part 3, about 35-50 minutes. Auditory, visual, and learning-rate scores. Harcourt, Brace & World, Inc., New York, New York.

Pre-reading Inventory. Grades kgn-1. One form. Readiness. Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts.

Reading Readiness Test. Grades kgn-1. One form. Readiness. Steck Company, Austin, Texas.

Scholastic Reading Readiness Test. Grades kgn-1. One form. Readiness. Scholastic Testing Service, Inc., 3774 West Devon Avenue, Chicago, Illinois.

ELEMENTARY TESTS

Burnett Reading Series: Survey Test. Grades 1.5-2.4, 2.5-3.9, 4.0-6.9, 7.0-9.9, 10.0-12.9. Word identification, word meaning, comprehension. Scholastic Testing Service.

California Reading Test. Grades 1-2, 2.5-4.5, 4-6, 7-9, 9-14. Vocabulary, comprehension. California Test Bureau.

Developmental Reading Tests. Grades 1-2.5, 2.5-3, 4-6. Vocabulary, general comprehension, specific comprehension for grades 1-2.5 and 2.5-3; basic vocabulary, reading to retain information, to organize, to evaluate, to appreciate for 4-6. Lyons & Carnahan.

Gates-MacGinitie Reading Tests. Grades 1, 2, 3, 2-3, 4-6, 7-9. Vocabulary and comprehension for grades 1, 2, 3, 2-3; speed and accuracy for 2-3; speed and accuracy, vocabulary, comprehension for 4-6. Teachers College Press, Columbia University.

Iowa Silent Reading Tests. Grades 4-8, 9-14. Rate, comprehension, directed reading, word meaning, paragraph comprehension, sentence meaning, alphabetizing, index. Harcourt Brace Jovanovich, Inc.

Metropolitan Achievement Tests: Reading. Grades 2, 3-4, 5-6, 7-9. Word knowledge, word discrimination (grade 2), reading. Harcourt Brace Jovanovich, Inc.

Sequential Tests of Educational Progress: Reading. Grades 4-6, 7-9, 10-12, 13-14. Comprehension. Cooperative Test Division, Educational Testing Service.

Silent Reading Comprehension: Iowa Every-Pupil Test of Basic Skills, Test A. Grades 3-5, 5-9. Comprehension, vocabulary. Houghton Mifflin.

S.R.A. Achievement Series: Reading. Grades 1-2, 2-4, 3-4, 4-9. Verbal-Pictorial association, language perception, comprehension, and vocabulary for grades 1-2; comprehension and vocabulary for grades 2-4, 3-4, 4-9. Science Research Associates.

Stanford Achievement Test: Reading Tests. Grades 1.5-2.5, 2.5-4.0, 4-5.5, 5.5-6.9, 7-9. Word meaning, paragraph meaning, word study skills for grades 1.5-2.5, 2.5-4.0; word meaning, paragraph meaning for grades 4-5.5, 5.5-6.9. Harcourt Brace Jovanovich, Inc.

SECONDARY TESTS

California Achievement Test: Reading. Vocabulary, reading comprehension. Time: 50 minutes. California Test Bureau/McGraw-Hill.

Cooperative English Tests-Reading Section. Vocabulary, comprehension. Time: 40 minutes. Educational Testing Service.

Davis Reading Test. Level of comprehension, speed of comprehension. Time: 40 minutes. Psychological Corporation.

Diagnostic Reading Tests. Survey Section, Diagnostic Battery. Time varies. Committee on Diagnostic Reading Tests.

Gates-MacGinite Reading Tests. Vocabulary, comprehension. Time: 65 minutes. Teachers College Press, Columbia University.

Iowa Silent Reading Tests. Vocabulary, comprehension, directed reading, reading efficiency. Time: 60 minutes. Harcourt Brace Jovanovich, Inc.

Metropolitan Achievement Tests: Reading, Advanced Level. Word knowledge, reading. Time varies. Harcourt Brace Jovanovich, Inc.

Nelson-Denny Reading Test. Vocabulary, comprehension rate. Time: 40 minutes. Houghton Mifflin.

Nelson Reading Test. Vocabulary, comprehension. Time: 40 minutes. Houghton Mifflin.

Sequential Tests of Educational Progress--Series II Reading. Time: 45 minutes. Educational Testing Service.

SRA Achievement Series (Multilevel Edition). Comprehension, vocabulary. Time: 77 minutes. Science Research Associates.

Stanford Achievement Test: High School Reading. Time varies. Harcourt Brace Jovanovich, Inc.

Traxler High School Reading Test--Revised. Story comprehension, word meaning, paragraph comprehension. Time: 55 minutes. Bobbs-Merrill.

Traxler Silent Reading Test. Reading rate, story comprehension, word meaning, paragraph comprehension. Time: 55 minutes. Bobbs-Merrill.

CLINICAL TESTS

Botel Reading Inventory. Grades 1-12. Independent, instructional, expectancy, and frustration reading levels. Follett Publishing Co.

Diagnostic Reading Scales. Grades 1-8. Word recognition, instructional level (oral reading), independent level (silent reading), rate of silent reading, potential level (auditory comprehension), phonics. California Test Bureau.

Diagnostic Reading Tests. Grades 1, 2, 3-4, 4-8, 7-13. Visual discrimination, auditory discrimination, vocabulary for grade 1; word recognition, comprehension for grades 2, 3-4, 4-8; word attack (oral) for grades 1-8.

Doren Diagnostic Reading Test of Word Recognition Skills. Grades 1-9. Letter recognition, beginning sounds, whole word recognition, words within words, speech consonants, ending sounds, blending, rhyming, vowels, sight words, discriminate guessing. American Guidance Service, Inc.

Durrell Analysis of Reading Difficulty. Grades 1-6. Oral reading, silent reading, comprehension, listening, word recognition, phonics. Harcourt Brace Jovanovich, Inc.

Gates-McKillop Reading Diagnostic Tests. Grades 2-6. Oral Reading, phonics, syllabication. Teachers College Press, Columbia University.

McCullough Word-Analysis Tests. Grades 4-6. Phonics, structural analysis. Ginn and Co.

Reading Versatility Test. Grades 5-8, 6-10, 8-12, 12-16. Rate, comprehension, skimming, scanning. Educational Developmental Laboratories.

Roswell-Chall Auditory Blending Test. Grades 1-4. Phonics, syllabication. Essay Press.

Stanford Diagnostic Reading Test. Grades 2.5-4.5, 4.5-8.5. Comprehension, vocabulary, auditory discrimination, syllabication, phonics for grades 2.5-4.5; comprehension, vocabulary, syllabication, phonics, rate for grades 4.5-8.5. Harcourt Brace Jovanovich, Inc.

Student Progress Individual Reading Evaluation. Grades 1-6. Word recognition, retention, comprehension. New Dimensions in Education.

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